Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada
Canada

THE MER-MOTHER'S SONG.

Sing hey! sing ho! my little mermaiden,
  Sky-blue eyes and glittering tail!
Wandering winds from the shore, rose-laden,
  Flutter her hair to a golden veil.

Sing ho! sing hey! my pearl of the ocean,
  My little pinkeen so lithe and fleet!
What care I for the waves' commotion,
  Or the tempest's wrath, so I have my sweet?

Hush-a-bye on the heaving billow,
  Sleep, my pretty one; sleep, my dear;
Cool and soft is thy crystal pillow—
  Sleep, my baby, and have no fear.

Murmur around her, wavering water;
  Sing her a sea-maiden's lullaby!
Sleep, my baby, my little daughter,
  For the winds are hushed and no peril's nigh.

Sing hey! sing ho! my little mermaiden,
  My joy, my jewel, my pet, my pearl!
O, summer ocean, with sunshine laden,
  Waft all good things to my baby girl!

H. L. H.

OUR WORK.

House of Education.—Next term begins on Thursday, September 30th. There are still one or two vacancies for three months' students, *who do not propose to teach.*

Parents' Review School.—Next term begins on Monday, September 13th.

Parents' Review Literary Society.—Subject for September:—Lord Tennyson's *Princess.*

Parents' Review Translation Society.—Subject for September:—Goethe's two odes—(1) "Mahomed's Gesang; Seht den Felsenquell," etc. (2) "Gesang der Geister über den Wassern."

Miss Wood's Art Club has been joined to the *Parents' Review* with the intention of carrying on the studies of Mrs. Steinthal's pupils when they leave her class at the age of sixteen. The terms are 6*s.* for six months for one subject in still life or landscape. The subjects given are issued monthly in the *Review*. Extra courses of special subjects such as perspective, are to be had at 3*s.* the six months. All work marked for exhibition is criticised by Mr. David Murray, A.R.A., on the yearly "Pupils' Show Day," in Miss Stewart Wood's London Studio, at 44, Holland Street, Kensington. She is at home to all members who may visit town during the winter. Further particulars of the Club to be obtained from Miss G. T. Davidson, Secretary, 41, Bessborough Gardens, London, S.W. *Subject for September.*—This is holiday time, therefore the members may have a holiday task. It is the season when trips are made to the seaside. Those of the members who are fortunate enough to be there may try a line of distant sea. In the country the subjects are endless—the surroundings of farm-yards busy with the life of the harvesting; outside the fields begin to be dressed in brown and to gain in fuller weight of tone. The critic expects the members to experiment for themselves on the choice of composition.

Natural History Club.—Criticisms of the collections exhibited in May, 1897, were returned with exhibits, no Report being issued this year. The next Exhibition will be held in the spring of 1898. Collections of flowers, leaves, twigs, fruits, seedling, plants, fossils, shells, &c., as well as nature diaries, drawings and paintings of Natural History objects, will be gladly received. Whilst ample scope for the originality of the collectors is allowed, it is thought that the following suggestions for work during the summer holidays may be found of some assistance.

For Members over Ten Years of Age.

1.—Make a sketch map of a field or small area of ground (say about five acres), giving its position with respect to the points of the compass. State whether it stands at a high or low level above the sea; what is its geological structure, and send in a few specimens to illustrate this. Make a collection of the fauna and flora of your chosen area. Some animals, doubtless, you will be unable to preserve, but make a full list of all the plants and animals you can discover, giving a brief description, with

sketches, of any you cannot name or preserve. Note the position of your principal finds on the map. In describing your specimens give the place, date and position (in water, marshy or dry ground).

For Those in a Fossiliferous District.

2.—Make a map of the section from which you collect your fossils, showing the relation of the geological strata. Make a collection of fossils, carefully labelling them with date and name of place where collected.

3.—Find four different kinds of common caterpillars. Make a note of the plant on which they are feeding, that you may be able to secure fresh food for them. Make a careful coloured sketch of each kind. Keep them well fed till they change into chrysalises. Make sketches of the four kinds of chrysalises, and keep these chrysalises in dry moss till the following spring, when the butterflies or moths will emerge. Draw and describe these. In this way you will learn the life history of four common insects. Specimens of the food plants should be dried and mounted, and sent in with the sketches.

Furneaux's *Outdoor Life* will help you.

To Those by the Seaside.

4.—Make a map, showing the direction of the shore line and the position of the town and their relation to the points of the compass. Make a collection of shells and seaweeds, and note how far below high water mark you find the different specimens.

FOR THOSE UNDER TEN.

Gather twelve different kinds of leaves. Press them, mount them on sheets of paper, and write beneath each a very brief description of the plant from which you gathered the leaf.

Press and mount the leaf and flower of four plants in the vegetable garden, and draw the fruit.

All members should read *Round the Year*, by Professor Miall.

Further collections of fruit or autumn twigs would be useful.

BOOKS.

Ancient Classics Edited for English Readers (Black & Sons, 1/- each). (*a*) *Æschylus*, by R. S. Copplestone, D.D., Bishop of Colombo. Professor Jowett felt, in the later days of his life anyway, that one of the worthiest things that remained for him to do was to secure good translations of the ancient classics for the unlearned English reader. Dr. Copplestone has undertaken the task of producing an English version of the "divine Æschylus." The first two chapters treat of the *Feast of Bacchus* and of the *Soldier Poet*, *i.e.*, they introduce us to the manner and meaning of the Greek drama and to Æschylus, who wished to be remembered by posterity by the fact that the long-haired Persians knew how he could fight. The editor's very careful study of the character and mind of Æschylus and of his position as a leader of taste and thought in Athens at a moment when Athens led the rest of the world, prepares the reader for the study of five of the seven plays still extant out of the possible hundred works of the poet. Dr. Copplestone sums up the permanent teaching which Æschylus leaves us under the following heads:—"(*a*) The brightness of the natural world; (*b*) the deep, dreadful responsibility of man; (*c*) the possibility of restoration from sin to purity; (*d*) the over-ruling providence of a supreme Creator." The story of Orestes, which the author considers the masterpiece of the poet, is especially well dealt with: "Orestes is a Greek *Hamlet*, as Clytemnestra is the Greek *Lady Macbeth*." The verse translations are extremely spirited. Dr. Copplestone has done much to make the English reader feel the majesty of the Greek tragedies.

(*b*) *Xenophon*, by Sir Alexander Grant. "There is none of the ancient Greek authors whose personality stands more clearly before us than that of Xenophon. . . . . The historian of the expeditions of Cyrus, the recorder of the conversations of Socrates, and the varied essayist on so many topics of ancient Greek life was one of those writers who, in depicting other things, give at the same time a portrait of themselves." The *Anabasis*, which tells what the Greeks did in their march up the country with Cyrus and what they underwent in their journey to the Euxine Sea; how they arrived at the Greek city of Trebizond, and much besides, carries us to where the army came to Pylæ, or "The Gates," a defile leading from Mesopotamia into the Babylonian territory. We read of the treason of Orontes, the impeachment of Xenophon, and much of the personal history of the author. His recollections of Socrates, whose pupil he was, are deeply interesting; and that Socrates should have found in Xenophon a Boswell, one gifted with a power of retailing vividly and accurately the sayings and doings of the philosopher (though he was not himself much imbued with philosophy), is a great gain to the world. What a pity it would have been, for example, if the following picture of the Socratic circle of friends had been lost to us:—"Some men," said Socrates, "have a fancy for a fine horse, or a dog, or a bird; what I fancy and take delight in is friends of a superior kind. If I know anything I teach it to them; I send them to anyone by whom I think they may be improved. In common with them, I turn over and explore the treasures of the wise men of old which have been left written in books, and if we find anything good we pick it out, and we think it a great gain if we can be beneficial to one another." Perhaps the most charming thing in the volume is a description of the boy Cyrus which exemplifies Xenophon's theory of education, *i.e.*, that a boy is educated in proportion as his intelligent curiosity about men and things is aroused. "Cyrus was, perhaps, a little over-talkative, but this was partly from education; because *he was obliged by his master to give a reason for what he did* and to require reasons from others when he had to give his opinion in judgment; and partly, because being very eager for knowledge, he was always putting questions to those about him on many subjects to ascertain how such and such things were; and from being of a quick apprehension, he gave very ready answers to all questions that were asked him; so